



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 12231583
SAU: MSAD 29
School: Houlton Southside School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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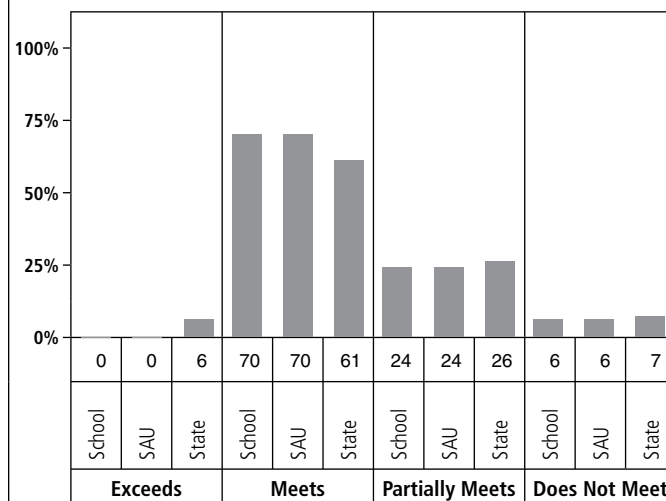
SUMMARY OF SCORES

Test Date: March 2009
 Grade: 5
 SAU: MSAD 29
 School: Houlton Southside School

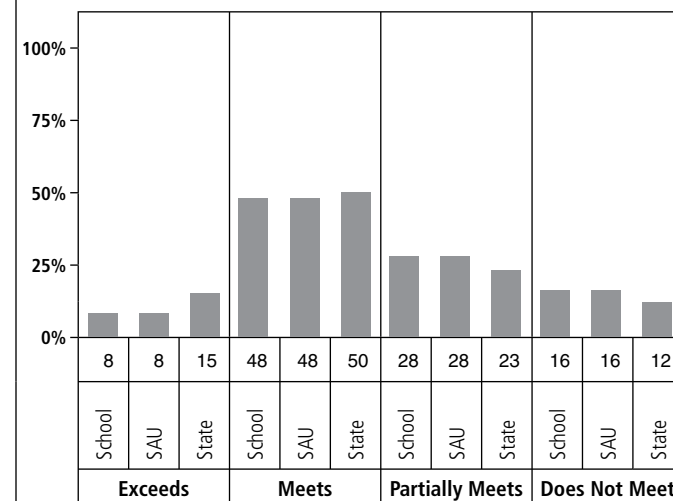
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	545	545	544
2007–2008	546	546	545
2008–2009	544	544	546
Cum. Avg.*	545	545	545
Mathematics			
2006–2007	548	548	546
2007–2008	547	547	546
2008–2009	543	543	547
Cum. Avg.*	546	546	546
Science			
2008–2009 **	542	542	543

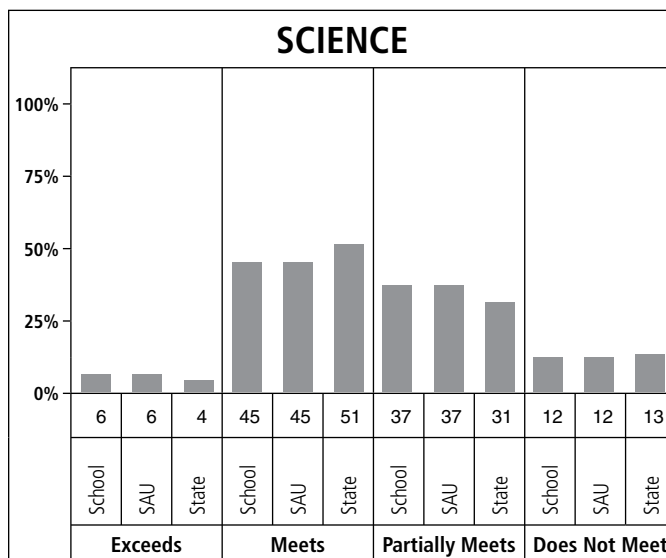
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
 Grade: 5
 SAU: MSAD 29
 School: Houlton Southside School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	83	100	83	100	14212	100	83	100	83	100	14135	100	83	100	83	100	14144	100	83	100	83	100	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	9	11	9	11	110	1	9	100	9	100	110	100	9	100	9	100	110	100	9	100	9	100	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	1	1	1	1	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	73	88	73	88	13271	93	73	100	73	100	13212	100	73	100	73	100	13211	100	73	100	73	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	23	28	23	28	2479	17	23	100	23	100	2454	100	23	100	23	100	2455	100	23	100	23	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	44	53	44	53	5848	41	44	100	44	100	5815	100	44	100	44	100	5819	100	44	100	44	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	59	71	59	71	10849	76	59	71	59	71	10872	76	59	71	59	71	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	5	8	5	8	123	1	5	8	5	8	121	1	5	8	5	8	126	1
Participation with accommodations	24	29	24	29	3122	22	24	29	24	29	3124	22	24	29	24	29	3019	21
Identified disability (PET/IEP)	23	96	23	96	1992	64	23	96	23	96	2000	64	23	96	23	96	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	1	4	1	4	907	29	1	4	1	4	886	28	1	4	1	4	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 29
School: Houlton Southside School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	1	1	1	702	5
	2007-2008	2	2	2	2	659	5
	2008-2009	0	0	0	0	836	6
	Cum. Total*	3	1	3	1	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	53	61	53	61	7730	55
	2007-2008	58	67	58	67	8195	58
	2008-2009	58	70	58	70	8495	61
	Cum. Total*	169	66	169	66	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	29	33	29	33	4182	30
	2007-2008	25	29	25	29	3800	27
	2008-2009	20	24	20	24	3667	26
	Cum. Total*	74	29	74	29	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	4	5	4	5	1419	10
	2007-2008	1	1	1	1	1362	10
	2008-2009	5	6	5	6	973	7
	Cum. Total*	10	4	10	4	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.7	61.9	29.7	61.9	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.5	60.4	14.5	60.4	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.2	63.3	15.2	63.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 29
 School: Houlton Southside School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	83	0	0	58	70	20	24	5	6	544	83	0	70	24	6	544	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	9	0	0	3	33	4	44	2	22	537	9	0	33	44	22	537	110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	73	0	0	54	74	16	22	3	4	545	73	0	74	22	4	545	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	23	0	0	6	26	13	57	4	17	538	23	0	26	57	17	538	2290	0	29	47	23	537
No	60	0	0	52	87	7	12	1	2	546	60	0	87	12	2	546	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	83	0	0	58	70	20	24	5	6	544	83	0	70	24	6	544	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	44	0	0	27	61	13	30	4	9	542	44	0	61	30	9	542	5716	2	51	35	12	542
No	39	0	0	31	79	7	18	1	3	546	39	0	79	18	3	546	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	83	0	0	58	70	20	24	5	6	544	83	0	70	24	6	544	13963	6	61	26	7	546
Gender																						
Female	35	0	0	25	71	7	20	3	9	545	35	0	71	20	9	545	6882	8	62	24	6	547
Male	48	0	0	33	69	13	27	2	4	543	48	0	69	27	4	543	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	0	0	10	63	6	38	0	0	543	16	0	63	38	0	543	1914	1	41	44	14	540
No	67	0	0	48	72	14	21	5	7	544	67	0	72	21	7	544	12057	7	64	23	6	547
Gifted/talented program																						
Yes	8	0	0	8	100	0	0	0	0	553	8	0	100	0	0	553	450	26	72	2	0	557
No	75	0	0	50	67	20	27	5	7	543	75	0	67	27	7	543	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 29
School: Houlton Southside School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	1	14	3	43	3	43	534	8	0	14	43	43	534	4	2	40	34	24	540
B. less than one hour	66	0	0	42	76	11	20	2	4	545	66	0	76	20	4	545	70	6	63	26	6	546
C. one to two hours	22	0	0	13	72	5	28	0	0	545	22	0	72	28	0	545	24	7	61	26	6	546
D. more than two hours	4	0	0	2	67	1	33	0	0	544	4	0	67	33	0	544	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	0	0	16	76	3	14	2	10	546	25	0	76	14	10	546	36	10	67	18	5	549
B. good	61	0	0	34	67	14	27	3	6	543	61	0	67	27	6	543	47	5	62	27	6	546
C. fair	10	0	0	5	63	3	38	0	0	543	10	0	63	38	0	543	15	2	47	40	12	541
D. poor	4	0	0	3	100	0	0	0	0	547	4	0	100	0	0	547	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	40	0	0	29	88	3	9	1	3	547	40	0	88	9	3	547	31	9	65	20	5	548
B. They match some of what I have learned.	46	0	0	23	61	12	32	3	8	542	46	0	61	32	8	542	55	5	63	27	5	546
C. They match just a little of what I have learned.	10	0	0	4	50	4	50	0	0	542	10	0	50	50	0	542	10	3	45	38	14	542
D. There is no match.	5	0	0	2	50	1	25	1	25	538	5	0	50	25	25	538	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	15	0	0	5	42	5	42	2	17	539	15	0	42	42	17	539	16	3	49	32	15	542
B. about the same as my regular schoolwork	63	0	0	39	76	10	20	2	4	545	63	0	76	20	4	545	64	7	63	25	5	547
C. easier than my regular schoolwork	22	0	0	13	72	4	22	1	6	546	22	0	72	22	6	546	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	3	30	5	50	2	20	537	13	0	30	50	20	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	38	0	0	19	63	9	30	2	7	543	38	0	63	30	7	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	50	0	0	33	83	6	15	1	3	546	50	0	83	15	3	546	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	20	0	0	11	65	5	29	1	6	544	20	0	65	29	6	544	20	10	64	21	5	548
B. 20 minutes to an hour	58	0	0	39	81	9	19	0	0	546	58	0	81	19	0	546	56	7	65	24	5	547
C. less than 20 minutes	8	0	0	4	57	2	29	1	14	544	8	0	57	29	14	544	10	3	52	33	12	543
D. I rarely read at home.	13	0	0	4	36	4	36	3	27	536	13	0	36	36	27	536	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	0	0	14	74	3	16	2	11	545	23	0	74	16	11	545	25	3	53	33	11	543
B. six to ten pages	17	0	0	9	64	4	29	1	7	543	17	0	64	29	7	543	26	6	61	26	7	546
C. eleven or more pages	60	0	0	35	70	13	26	2	4	544	60	0	70	26	4	544	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	540	100	0	0	100	0	540						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 29
School: Houlton Southside School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	12	14	12	14	1711	12
	2007-2008	5	6	5	6	1617	12
	2008-2009	7	8	7	8	2119	15
	Cum. Total*	24	9	24	9	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	46	53	46	53	6778	48
	2007-2008	55	64	55	64	7284	52
	2008-2009	40	48	40	48	7046	50
	Cum. Total*	141	55	141	55	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	22	25	22	25	3884	28
	2007-2008	20	23	20	23	3341	24
	2008-2009	23	28	23	28	3193	23
	Cum. Total*	65	25	65	25	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	7	8	7	8	1683	12
	2007-2008	6	7	6	7	1778	13
	2008-2009	13	16	13	16	1638	12
	Cum. Total*	26	10	26	10	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	23.2	48.3	23.2	48.3	25.5	53.1
A. Number	18	38	8.7	48.3	8.7	48.3	9.8	54.4
B. Data	10	21	5.3	53.0	5.3	53.0	5.2	52.0
C. Geometry	10	21	4.6	46.0	4.6	46.0	4.7	47.0
D. Algebra	10	21	4.5	45.0	4.5	45.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 29
 School: Houlton Southside School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	83	7	8	40	48	23	28	13	16	543	83	8	48	28	16	543	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	9	0	0	2	22	2	22	5	56	532	9	0	22	22	56	532	110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	73	7	10	37	51	21	29	8	11	544	73	10	51	29	11	544	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	23	1	4	5	22	6	26	11	48	535	23	4	22	26	48	535	2307	3	32	32	33	536
No	60	6	10	35	58	17	28	2	3	546	60	10	58	28	3	546	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	83	7	8	40	48	23	28	13	16	543	83	8	48	28	16	543	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	44	3	7	17	39	15	34	9	20	540	44	7	39	34	20	540	5731	7	46	29	18	542
No	39	4	10	23	59	8	21	4	10	547	39	10	59	21	10	547	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	83	7	8	40	48	23	28	13	16	543	83	8	48	28	16	543	13988	15	50	23	12	547
Gender																						
Female	35	2	6	16	46	12	34	5	14	542	35	6	46	34	14	542	6889	14	51	23	12	546
Male	48	5	10	24	50	11	23	8	17	544	48	10	50	23	17	544	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	0	0	8	50	7	44	1	6	540	16	0	50	44	6	540	1918	3	39	36	22	539
No	67	7	10	32	48	16	24	12	18	544	67	10	48	24	18	544	12078	17	52	21	10	548
Gifted/talented program																						
Yes	8	4	50	4	50	0	0	0	0	561	8	50	50	0	0	561	450	64	34	2	0	564
No	75	3	4	36	48	23	31	13	17	541	75	4	48	31	17	541	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 29
School: Houlton Southside School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	1	14	1	14	5	71	528	8	0	14	14	71	528	4	8	38	26	28	539
B. less than one hour	66	6	11	26	47	19	35	4	7	545	66	11	47	35	7	545	70	15	52	23	10	547
C. one to two hours	22	1	6	10	56	3	17	4	22	543	22	6	56	17	22	543	24	15	51	23	11	547
D. more than two hours	4	0	0	3	100	0	0	0	0	548	4	0	100	0	0	548	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	5	17	14	48	6	21	4	14	548	35	17	48	21	14	548	34	28	50	14	8	552
B. good	51	2	5	20	48	15	36	5	12	542	51	5	48	36	12	542	45	11	54	24	10	546
C. fair	12	0	0	6	60	2	20	2	20	540	12	0	60	20	20	540	18	3	45	33	19	540
D. poor	2	0	0	0	0	0	0	2	100	515	2	0	0	0	100	515	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	28	1	4	14	61	7	30	1	4	545	28	4	61	30	4	545	38	22	52	19	7	550
B. They match some of what I have learned.	54	5	11	19	42	13	29	8	18	543	54	11	42	29	18	543	48	12	53	24	11	546
C. They match just a little of what I have learned.	14	1	8	6	50	2	17	3	25	543	14	8	50	17	25	543	11	6	40	30	24	540
D. There is no match.	4	0	0	1	33	1	33	1	33	529	4	0	33	33	33	529	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	25	2	10	11	52	7	33	1	5	543	25	10	52	33	5	543	17	7	42	30	21	540
B. about the same as my regular schoolwork	65	4	7	25	46	14	26	11	20	542	65	7	46	26	20	542	64	15	53	23	10	547
C. easier than my regular schoolwork	10	1	13	4	50	2	25	1	13	547	10	13	50	25	13	547	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	16	1	8	5	38	2	15	5	38	538	16	8	38	15	38	538	7	6	39	27	27	539
B. 30–45 minutes	43	3	8	12	33	15	42	6	17	541	43	8	33	42	17	541	28	9	49	28	15	544
C. 45–60 minutes	40	3	9	23	70	5	15	2	6	548	40	9	70	15	6	548	41	17	53	21	9	548
D. more than 60 minutes	1	0	0	0	0	1	100	0	0	534	1	0	0	100	0	534	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	1	50	1	50	533	2	0	0	50	50	533	6	14	43	24	20	543
B. two or three days a week	5	0	0	1	25	1	25	2	50	534	5	0	25	25	50	534	24	17	52	21	10	548
C. two or three times each month	47	1	3	19	49	13	33	6	15	541	47	3	49	33	15	541	33	17	52	21	9	548
D. never or almost never	46	6	16	20	53	8	21	4	11	546	46	16	53	21	11	546	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	11	2	22	1	11	1	11	5	56	536	11	22	11	11	56	536	23	13	47	26	15	545
B. two or three days a week	18	1	7	9	60	2	13	3	20	542	18	7	60	13	20	542	31	17	52	21	10	548
C. two or three times each month	25	2	10	13	62	4	19	2	10	547	25	10	62	19	10	547	27	17	52	21	10	548
D. never or almost never	46	2	5	17	45	16	42	3	8	543	46	5	45	42	8	543	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	0	0	1	100	524	100	0	0	0	100	524						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 29
School: Houlton Southside School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	5	6	5	6	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	37	45	37	45	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	31	37	31	37	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	10	12	10	12	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	28.6	59.6	28.6	59.6	29.2	60.8
D. The Physical Setting	24	50	12.9	53.8	12.9	53.8	12.9	53.8
E. The Living Environment	24	50	15.7	65.4	15.7	65.4	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 29
School: Houlton Southside School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	83	5	6	37	45	31	37	10	12	542	83	6	45	37	12	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	9	0	0	0	0	6	67	3	33	530	9	0	0	67	33	530	110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	73	5	7	36	49	25	34	7	10	544	73	7	49	34	10	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	23	1	4	6	26	11	48	5	22	537	23	4	26	48	22	537	2309	2	29	39	29	536
No	60	4	7	31	52	20	33	5	8	544	60	7	52	33	8	544	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	83	5	6	37	45	31	37	10	12	542	83	6	45	37	12	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	44	1	2	17	39	18	41	8	18	539	44	2	39	41	18	539	5729	2	42	37	20	539
No	39	4	10	20	51	13	33	2	5	546	39	10	51	33	5	546	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	83	5	6	37	45	31	37	10	12	542	83	6	45	37	12	542	13987	4	51	31	13	543
Gender																						
Female	35	3	9	13	37	12	34	7	20	540	35	9	37	34	20	540	6886	4	49	33	14	542
Male	48	2	4	24	50	19	40	3	6	544	48	4	50	40	6	544	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	0	0	3	19	9	56	4	25	536	16	0	19	56	25	536	1917	1	31	41	28	536
No	67	5	7	34	51	22	33	6	9	544	67	7	51	33	9	544	12078	5	55	30	11	544
Gifted/talented program																						
Yes	8	1	13	7	88	0	0	0	0	557	8	13	88	0	0	557	450	25	72	2	1	557
No	75	4	5	30	40	31	41	10	13	541	75	5	40	41	13	541	13545	4	51	32	13	543

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 29
School: Houlton Southside School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	1	14	3	43	3	43	530	8	0	14	43	43	530	4	2	37	35	25	538
B. less than one hour	66	3	5	26	47	20	36	6	11	542	66	5	47	36	11	542	70	4	53	31	12	544
C. one to two hours	22	2	11	9	50	6	33	1	6	547	22	11	50	33	6	547	24	5	51	31	12	544
D. more than two hours	4	0	0	1	33	2	67	0	0	539	4	0	33	67	0	539	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	34	2	7	16	57	7	25	3	11	545	34	7	57	25	11	545	26	7	56	26	11	545
B. good	40	3	9	11	33	15	45	4	12	542	40	9	33	45	12	542	53	4	53	31	11	544
C. fair	24	0	0	10	50	7	35	3	15	540	24	0	50	35	15	540	18	2	41	39	17	540
D. poor	2	0	0	0	0	2	100	0	0	537	2	0	0	100	0	537	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	27	1	5	13	59	5	23	3	14	543	27	5	59	23	14	543	23	5	56	28	11	544
B. They match some of what I have learned.	47	2	5	18	46	16	41	3	8	543	47	5	46	41	8	543	48	5	52	31	12	544
C. They match just a little of what I have learned.	19	0	0	5	31	8	50	3	19	538	19	0	31	50	19	538	23	4	49	33	14	543
D. There is no match.	7	2	33	1	17	2	33	1	17	546	7	33	17	33	17	546	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	26	1	5	9	43	10	48	1	5	543	26	5	43	48	5	543	23	5	48	31	16	543
B. about the same as my regular schoolwork	55	3	7	21	48	13	30	7	16	543	55	7	48	30	16	543	58	4	52	32	12	543
C. easier than my regular schoolwork	19	1	7	6	40	6	40	2	13	540	19	7	40	40	13	540	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	79	5	8	30	46	20	31	10	15	543	79	8	46	31	15	543	33	5	51	31	14	543
B. a few times a week	20	0	0	6	38	10	63	0	0	540	20	0	38	63	0	540	45	4	52	32	11	544
C. once a week	1	0	0	0	0	1	100	0	0	540	1	0	0	100	0	540	8	4	50	30	16	542
D. a few times a month	0										0						15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	53	2	5	20	47	14	33	7	16	541	53	5	47	33	16	541	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	10	0	0	2	25	5	63	1	13	536	10	0	25	63	13	536	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	21	1	6	8	47	7	41	1	6	544	21	6	47	41	6	544	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	16	2	15	5	38	5	38	1	8	546	16	15	38	38	8	546	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	36	0	0	18	60	8	27	4	13	540	36	0	60	27	13	540	47	4	51	32	12	543
B. a few times a month	17	0	0	6	43	6	43	2	14	541	17	0	43	43	14	541	27	5	54	30	11	544
C. once a month	17	1	7	6	43	6	43	1	7	546	17	7	43	43	7	546	10	5	49	30	15	543
D. never or almost never	30	4	16	7	28	11	44	3	12	544	30	16	28	44	12	544	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	27	0	0	10	45	9	41	3	14	539	27	0	45	41	14	539	46	4	52	32	12	543
B. a few times a month	22	0	0	9	50	7	39	2	11	541	22	0	50	39	11	541	28	5	53	30	12	544
C. once a month	18	1	7	6	40	7	47	1	7	544	18	7	40	47	7	544	11	4	47	34	15	542
D. never or almost never	34	4	14	12	43	8	29	4	14	544	34	14	43	29	14	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	540	100	0	0	100	0	540						
D.	0										0											

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N = Number